

ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

PERFORMANCE LEVEL DESCRIPTORS ESSENTIALS (GRADE 5) MATHEMATICS - SPANISH

APPROACHES THE STANDARD

General AIMS Performance Level Descriptors (K-12)

This level denotes partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who approach the standard demonstrate competency in the prerequisites necessary to begin working on the challenging content required of the student who meets the standards, but do not demonstrate full understanding of that challenging content.

General Essentials (Grade 5) Mathematics Performance Level Descriptors

Fifth grade students performing at the “Approaches the Standard” level demonstrate some understanding of the concepts and procedures in the six Arizona Academic Standards for Mathematics. These students have some basic arithmetic skills; can make some simple predictions based on given data in charts, tables or graphs; can identify missing numbers in simple number sentences; and understand minimal ideas of rounding in context. Although these students are demonstrating progress in the six Mathematics Standards, they will need additional assistance to meet future success in mathematics in Arizona schools.

Specific Essentials (Grade 5) Mathematics Performance Level Descriptors

Students at the “Approaches the Standard” level know and are able to do the following:

Number Sense

- Identify a multiplication number sentence that corresponds to a concrete model of repeated addition

Data Analysis and Probability

- Make simple valid predictions based on data represented in charts, tables, or graphs

Patterns, Algebra, And Functions

- Identify points represented by ordered pairs
- Solve number sentences with one missing number using whole numbers
- Extend simple geometric and number patterns

Geometry

- Solve perimeter problems given a formula

Measurement And Discrete Mathematics

- Estimate distances in a real-world problem using rounding

Mathematical Structure/Logic

- Identifying the steps in designing a method for solving a problem
- Beginning to construct simple valid arguments using if...then statements

ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

PERFORMANCE LEVEL DESCRIPTORS ESSENTIALS (GRADE 5) MATHEMATICS - SPANISH

MEETS THE STANDARD

General AIMS Performance Level Descriptors (K-12)

This level denotes demonstration of solid academic performance on challenging subject matter reflected by the content standards. This includes subject-matter knowledge, application of such knowledge to real world situations, and content-relevant analytical skills. Students who perform at this level are well prepared to begin work on even more challenging material that is required for the next performance level. Attainment of at least this level is the goal for all students at the Essentials (Grade 5) level.

General Essentials (Grade 5) Mathematics Performance Level Descriptors

Fifth grade students performing at the “Meets the Standard” level demonstrate an adequate understanding in all six Arizona Academic Standards for Mathematics. These students have strong basic arithmetic skills which will be the basis for their continuing mathematics education. They are able to read, analyze, or represent data in a variety of ways; they are building a basic understanding of algebraic and geometric ideas; and are beginning to build the key points of mathematical logic. These students have a strong basis for continued success in mathematics in Arizona schools.

Specific Essentials (Grade 5) Mathematics Performance Level Descriptors

Students at the “Meets the Standard” level know and are able to do the preceding and the following:

Number Sense

- Calculate multiplication problems using two-digit by three-digit numbers to find the products
- Solve division problems with one-digit divisors to find quotients with remainders
- Order whole numbers through hundred millions
- List ALL the factors for a given number
- Write the family of equations for a given set of numbers using the inverse operations of addition and subtraction (e.g., given $3 + 4 = 7$, then $4 + 3 = 7$; $7 - 4 = 3$; $7 - 3 = 4$)
- Write the family of equations for a given set of numbers using the inverse operations of multiplication and division (e.g., given $3 \times 4 = 12$, then $4 \times 3 = 12$; $12 \div 4 = 3$; $12 \div 3 = 4$)

Data Analysis, Statistics, and Probability

- Construct labeled graphs from information in various forms (e.g., tables, charts)
- Interpret and analyze data (information) from a variety of graphs to draw conclusions and/or solve problems
- Identify outcomes that are certain or impossible

ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

**PERFORMANCE LEVEL DESCRIPTORS
ESSENTIALS (GRADE 5) MATHEMATICS - SPANISH**

MEETS THE STANDARD

Patterns, Algebra, and Functions

- Compute the “input” or “output” of a function represented as a concrete model
- Identify or explain the rule for simple linear functions using whole numbers with one variable and one step

Geometry

- Identify parallel or perpendicular lines in real-world situations

Measurement and Discrete Mathematics

- Select the appropriate measurement tool and units to use in a given situation

Mathematical Structure/Logic

- Progressing in designing a method for solving a problem
- Progressing in constructing simple valid arguments using if...then statements

ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

PERFORMANCE LEVEL DESCRIPTORS ESSENTIALS (GRADE 5) MATHEMATICS - SPANISH

EXCEEDS THE STANDARD

General AIMS Performance Level Descriptors (K-12)

This level denotes demonstration of superior academic performance evidenced by achievement substantially beyond the goal for all students.

General Essentials (Grade 5) Mathematics Performance Level Descriptors

Fifth grade students performing at the "Exceeds the Standard" level demonstrate a wealth of knowledge, skills, and abilities as described in the six Arizona Academic Standards for Mathematics. These students are able to work efficiently and accurately with fractions, decimals, and percents; read, analyze, and represent data in a variety of ways including Venn diagrams; and are developing key understandings of basic probability. They have a strong foundation in measurement ideas and the various measurement systems and are able to conceptualize simple logic problems. Additionally, they have a strong basis for rudimentary algebraic and geometric thinking and process.

Specific Essentials (Grade 5) Mathematics Performance Level Descriptors

Students at the "Exceeds the Standard" level know and are able to do the preceding and the following:

Number Sense

- Identify equivalent fractions, decimals and percents with and without an illustration

Data Analysis, Statistics, and Probability

- Identify outcomes that are more or less likely to occur
- Construct Venn diagrams using given information

Patterns, Algebra, and Functions

- Solve and describe the rule for simple linear functions using one variable and one step
- Solve for and explain the rule for numerical and geometric patterns

Geometry

- Given a geometric pattern, find the missing or next element
- Solve simple area problems given a formula
- Distinguish geometric figures that are congruent

Measurement and Discrete Mathematics

- Use scale drawings to estimate the distance between points
- Convert and compare measurements *within* a given system (standard or metric)
- Select the appropriate combination of measurement tools and units to use in a given situation

Mathematical Structure/Logic

- Construct simple valid arguments using if...then statements

ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

**PERFORMANCE LEVEL DESCRIPTORS
ESSENTIALS (GRADE 5) READING - SPANISH**

APPROACHES THE STANDARD

General AIMS Performance Level Descriptors (K-12)

This level denotes partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who approach the standard demonstrate competency in the prerequisites necessary to begin working on the challenging content required of the student who meets the standards, but do not demonstrate full understanding of that challenging content.

General Essentials (Grade 5) Reading Performance Level Descriptors

Students who are "Approaching the Standard" demonstrate a basic understanding of text, fiction and non-fiction. They are able to identify main idea and supporting details. They can identify main character, draw conclusions, and identify author's purpose and point of view in simple text. They can derive information from diagrams and follow written directions

Specific Essentials (Grade 5) Reading Performance Level Descriptors

Students at the "Approaches the Standard" level know and are able to do the following:

Use structural analysis skills to decode unfamiliar words

- Use context clues to confirm meaning of words in text
- Identify words with the same meaning (synonyms)

Apply comprehension strategies

- Identify main idea stated in text
- Identify stated point of view of the text/author
- Identify critical details of text
- Distinguish main ideas from supporting ideas
- Identify relationships between words

Analyze literary elements

- Draw conclusions based on events
- Identify character traits

Identify author's persuasive strategies

- Identify persuasive words and phrases to support author's point of view

Evaluate an instructional manual

- Find information using illustrations
- Find specific details in directions

ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

**PERFORMANCE LEVEL DESCRIPTORS
ESSENTIALS (GRADE 5) READING – SPANISH**

MEETS THE STANDARD

General AIMS Performance Level Descriptors (K-12)

This level denotes demonstration of solid academic performance on challenging subject matter reflected by the content standards. This includes subject-matter knowledge, application of such knowledge to real world situations, and content-relevant analytical skills. Students who perform at this level are well prepared to begin work on even more challenging material that is required for the next performance level. Attainment of at least this level is the goal for all students at the Essentials (Grade 5) level.

General Essentials (Grade 5) Reading Performance Level Descriptors

Students who “Meet the Standard” effectively apply reading strategies to comprehend text. They can extract critical details, follow and reconstruct logical/sequential order. Students can also make inferences from stated and implied information. They are able to analyze author’s point of view, determine purpose; and explain cause/effect relationships.

Specific Essentials (Grade 5) Reading Performance Level Descriptors

The student at the "Meets the Standard" level knows and is able to do the preceding and the following:

Use structural analysis skills to decode unfamiliar words

- Use context clues to determine meaning of multiple-meaning words
- Identify root words and their meaning

Apply comprehension strategies

- Identify critical and supporting details from text
- Locate details in chronological or sequential order
- Compare and contrast details in the text
- Use inference to identify author’s point of view
- Use visual clues to enhance comprehension

Analyze literary elements

- Identify the characteristics of main characters
- Explain cause and effect relationships
- Draw defensible conclusions

Identify author’s persuasive strategies

- Use stated details to determine author’s point of view
- Make predictions based on events
- Identify author’s purpose

Evaluate an instructional manual

- Locate details to obtain specific information
- Locate support help from manufacturer

ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

**PERFORMANCE LEVEL DESCRIPTORS
ESSENTIALS (GRADE 5) READING - SPANISH**

EXCEEDS THE STANDARD

General AIMS Performance Level Descriptors (K-12)

This level denotes demonstration of superior academic performance evidenced by achievement substantially beyond the goal for all students.

General Essentials (Grade 5) Reading Performance Level Descriptors

Students who “Exceed the Standard” demonstrate strong analytical and inferential skills in comprehending more challenging text. They can analyze author’s implied point of view and strategies used to accomplish a purpose. They evaluate author’s effectiveness and can draw defensible conclusions based on evidence from the text. They can both extract and extend meaning from the text.

Specific Essentials (Grade 5) Reading Performance Level Descriptors

Students at the “Exceeds the Standard” level know and are able to do the preceding and the following:

Use structural analysis skills to decode unfamiliar words

- Use prefixes and suffixes to determine meaning
- Determine meaning of figurative language using context clues in more complex text

Apply comprehension strategies

- Apply logic to predict
- Explain author’s purpose and point of view with supporting evidence from text
- Use inference to draw conclusions
- Distinguish fact from opinion

Analyze literary elements

- Draw defensible conclusions based on implied information
- Describe main characters’ traits

Identify author’s persuasive strategies

- Use inference to determine author’s purpose
- Describe author’s use of persuasive strategies (e.g. propaganda techniques)
- Identify author’s bias

Evaluate an instructional manual

- Locate components of manual
- Identify missing information from manual
- Evaluate placement of critical details

ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

PERFORMANCE LEVEL DESCRIPTORS ESSENTIALS (GRADE 5) WRITING - SPANISH

APPROACHES THE STANDARD

General AIMS Performance Level Descriptors (K-12)

This level denotes partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who approach the standard demonstrate competency in the prerequisites necessary to begin working on the challenging content required of the student who meets the standards, but do not demonstrate full understanding of that challenging content.

General Essentials (Grade 5) Writing Performance Level Descriptors

Students who are "Approaching the Standard" in writing demonstrate the ability to identify the basic elements of written communication. They identify the correct format for a letter and identify the purpose of a written communication. Students choose the appropriate resources to locate specific information. They are able to write a personal experience narrative or creative story that attempts to develop an idea, using simple sentence structure, and demonstrating limited skill in word choice, conventions, voice and organization.

Specific Essentials (Grade 5) Writing Performance Level Descriptors

Students at the "Approaches the Standard" level know and are able to do the following:

Use the writing process to effectively complete a variety of writing tasks

- State an identifiable main idea with limited supporting details
- Organize with a beginning, middle, and ending, but may have lapses in sequencing and inconsistent use of transitions
- Use a tone that may not be appropriate for the audience and purpose (formal/informal) and may convey a limited commitment to the topic
- Use words that are appropriate though may lack variety or specificity
- Use simple sentence patterns that may be repetitive; occasionally attempts more complex structures
- Edit partially; applies some use of standard conventions of language: spelling, punctuation, capitalization, usage

Use correct spelling, punctuation, capitalization, grammar and usage

- Punctuate correctly using commas
- Recognize correctly spelled words
- Use correct verb tense

Write a personal experience narrative or creative story

- Provide an action or detail related to the topic
- Given a topic, partially develop a story line

ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

**PERFORMANCE LEVEL DESCRIPTORS
ESSENTIALS (GRADE 5) WRITING - SPANISH**

APPROACHES THE STANDARD

Write a report that shows a point of view and develops a topic with information from a variety of sources

- Select a topic and details
- Use logical organization

Writes formal communications

- Identify the correct format for parts of a letter
- Identify the purpose of various types of formal communication
- Write a letter stating a purpose and ideas that may be unclear

Use reference materials for a variety of purposes

- Choose appropriate resources (e.g. dictionary, atlas, almanac, textbook, telephone directory, encyclopedia, thesaurus, or newspaper) to locate specific information

ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

**PERFORMANCE LEVEL DESCRIPTORS
ESSENTIALS (GRADE 5) WRITING - SPANISH**

MEETS THE STANDARD

General AIMS Performance Level Descriptors (K-12)

This level denotes demonstration of solid academic performance on challenging subject matter reflected by the content standards. This includes subject-matter knowledge, application of such knowledge to real world situations, and content-relevant analytical skills. Students who perform at this level are well prepared to begin work on even more challenging material that is required for the next performance level. Attainment of at least this level is the goal for all students at the Essentials (Grade 5) level.

General Essentials (Grade 5) Writing Performance Level Descriptors

Students who meet the standard in writing demonstrate the ability to identify elements of good written communication. They recognize the correct spelling of words and correct capitalization and punctuation. Students identify complete sentences and can provide examples to support a given purpose for writing. They are able to write a narrative piece that develops a main idea with some relevant details, use simple sentences and occasionally more complex sentences, demonstrate basic word choice, conventions, and voice, include a beginning, middle, and end.

Specific Essentials (Grade 5) Writing Performance Level Descriptors

The student at the "Meets the Standard" level knows and is able to do the preceding and the following:

Use the writing process to effectively complete a variety of writing tasks

- State a clear and focused idea with some supporting details
- Organize with a clear beginning, middle, and ending and logical sequencing
- Use a tone appropriate for audience and purpose; conveys a commitment to the topic
- Use a variety of functional and descriptive words to adequately convey meaning
- Use sentence patterns that vary in length and complexity; strong control of simple sentences, some control of more complex structure
- Edit adequately; applies standard rules of conventions with some consistency: spelling, punctuation capitalization and usage

Use correct spelling, punctuation, capitalization in grammar

- Identify misspelled words in context
- Identify use of correct capitalization
- Recognize the difference between incomplete and complete sentences
- Recognize correct use of end and internal punctuation, including commas and quotations in dialogue

Write a personal experience narrative or creative story

- Develop a main character
- Explain the significance of a character
- Provide both action & details to develop a plot
- Use descriptive words and phrases to develop character, setting and plot

ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

**PERFORMANCE LEVEL DESCRIPTORS
ESSENTIALS (GRADE 5) WRITING - SPANISH**

MEETS THE STANDARD

Write a report that conveys a point of view, develops a topic with support from cited sources

- Limit the focus of the topic
- Select details relevant to a narrowed topic and author's purpose

Write formal communications

- Write the body of a letter stating a clear purpose
- Provide several examples or details to support a given purpose

Use reference materials for a variety of purposes

- Choose appropriate specific resources (booklet, pamphlet) for a specific purpose

ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

**PERFORMANCE LEVEL DESCRIPTORS
ESSENTIALS (GRADE 5) WRITING - SPANISH**

EXCEEDS THE STANDARD

General AIMS Performance Level Descriptors (K-12)

This level denotes demonstration of superior academic performance evidenced by achievement substantially beyond the goal for all students.

General Essentials (Grade 5) Writing Performance Level Descriptors

Students who exceed the standard in writing demonstrate the ability to identify and apply elements of good written communication. They use correct spelling, capitalization, punctuation, and grammar. Students distinguish between factual information and personal details and use transitional words. They use appropriate resources to locate information. They are able to write a narrative piece that has a main idea with sufficient supporting details, use a variety of sentence types and an effective variety of words. The student demonstrates strong control over conventions and uses a voice that is expressive.

Specific Essentials (Grade 5) Writing Performance Level Descriptors

Students at the “Exceeds the Standard” level know and are able to do the preceding and the following:

Use the writing process to effectively complete a variety of writing tasks

- State a clear and focused main idea with well-developed supporting details
- Organize with an inviting introduction, a well developed body, and a satisfying conclusion that moves the reader through the text
- Show a clear connection to the reader and a strong commitment to the topic
- Use a broad range of words carefully chosen for impact
- Use strong and varied sentence structure that enhances meaning; dialogue (if used) sounds natural
- Edit carefully; demonstrates strong control over conventions (spelling, capitalization, grammar, paragraphing, and punctuation) to enhance readability

Use correct spelling, punctuation, capitalization and grammar

- Recognize commonly misspelled words in context

Write a personal experience narrative or creative story

- Develop a story line in a sequence that is clear
- Use descriptive words and phrases
- Describe characters, setting and events
- Proper use of dialogue
- Effectively develop the elements of a narrative

Write a report that shows a point of view and develops a topic with information from a variety of sources

- Distinguish between relevant/extraneous information in a report

ARIZONA ACADEMIC STANDARDS & ACCOUNTABILITY

**PERFORMANCE LEVEL DESCRIPTORS
ESSENTIALS (GRADE 5) WRITING - SPANISH**

EXCEEDS THE STANDARD

Write formal communications

- Identify the intent and purpose of different types of formal communication

Use resources (reference materials) for a variety of purposes

- Analyze and select the best resource for needed information
- Provide support through facts, details, examples or descriptions